Language Politeness Strategies Of English Teachers
In The Mandar Community

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I. Introduction

Language has many types and forms, including in the form of conversation or speech. Conversations or utterances made by speakers and addressees have different meanings and purposes. Pragmatics is a branch of linguistics that studies this.

In communicating, we can convey the meaning of our speech directly with an explicit meaning and indirectly with an implicit meaning. The speech we do, either directly or indirectly, is influenced by certain elements or aspects. One of them is politeness. The politeness aspect generally appears in indirect speech. Actually, the direct or indirect level of an utterance is relative. This can be compared through examples of direct speech acts and indirect speech acts. (1) Give my handphone. is an example of direct speech, whereas (2) Could you possibly answer my calling? This is an example of indirect speech. In both examples, example (1) has a low politeness value, while example (2) has a high politeness value. Speech that does not have a direct relationship between structure and meaning or can also be called small talk as in example (2)

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ABSTRACT (10pt)

Language politeness is very important in education, such as in classroom teaching and learning practices. During the teaching and learning process the teacher uses speech a lot to communicate with students showing politeness strategies. Considering language politeness, consists of strategies to make appropriate politeness in communication situations between students and teachers. Certainly in society, like in the classroom, politeness needs to be applied because politeness creates conflict between teachers and students. This means that politeness is used in classroom interactions in order to build a good relationship between teachers and students. Besides that, the politeness of the teacher's language is very helpful in motivating students to learn. In this study, the researcher analyzed the language politeness strategies used by the teacher and students in learning in the classroom.

The purpose of this study was to find out the language politeness strategies used by English teachers in motivating students to learn in the Mandar Community.

This study uses Brown's and S.C Levinson theory of politeness strategies for supporting this research. This study used qualitative methods to analyze data and explain English teacher politeness strategies in motivating students to learn which are used in daily conversation. The data sources of this study were English teachers and students in Alu district Polewali Mandar regency. The instrument used in this research is observation.

From several conversational analyzes, several phenomena were found to be non-universal in the theory of B&L politeness, including the S&S theory in speaker conversations conducted by teachers and students in the Mandar language community carried out in several places and by several speakers. The theory assumes that the form of politeness strategy chosen by speech participants when interacting in the speaker's position as superior or superior to subordinates that occurs between school principals and teachers does not show a more casual speech pattern for school principals or more polite for teachers caused by other factors such as friendship between the principal and teachers and seniority factors.
is speech that has a high politeness value. In contrast to example (2), example (1) which has a direct relationship between structure and its meaning or without further ado has a low politeness value.

In conducting communication or speech acts, the element of politeness or politeness is one of the important aspects to be raised. This politeness is useful for creating good relationships and communication in social interactions between speakers and speakers. Politeness is one aspect of interacting which is intended to create respect for others. By bringing up the element of politeness in communicating, people can further strengthen their social relationships and both can respect each other’s self-image.

Language politeness is a habit, or custom that applies in society. People live together in society and there are conventions or norms in social society where politeness is a strategy to avoid possible conflicts and also to develop good relationships or togetherness in social interactions. When talking about politeness in Communication, language will be human behavior in social interaction. Politeness is a rule of behavior that is mutually agreed upon by the community where it is applied. In real life that is what happens in the politeness of society which can be seen from various aspects of daily interactions.

Language politeness also means a person’s way of communicating, such as between children and parents, between young people and parents, between hosts and guests, between men and women, between students and teachers, and so on. Politeness is reflected in the dress code (dressing), the way of doing (acting), and the way of speaking (language).

Language politeness is very important in education, such as in classroom teaching and learning practices. During the teaching and learning process the teacher uses speech a lot to communicate with students showing politeness strategies. Considering language politeness, consists of strategies to make appropriate politeness in communication situations between students and teachers. Certainly in society, like in the classroom, politeness needs to be applied because politeness creates conflict between teachers and students. This means that politeness is used in classroom interactions in order to build a good relationship between teachers and students. Besides that. The teacher’s language assistance is very helpful in motivating students to learn.

By considering politeness strategies in communication between students and teachers, it is clear that the discussion about the implications of politeness strategies used by students and teachers is important in classroom interactions. Politeness strategies can be chosen as student politeness behavior by teachers or students to their teachers.

II. Methods

Research Design & Location
The study was conducted at a junior high school located in Alu District, Polewali Mandar Regency, West Sulawesi Province. This study is a qualitative descriptive study, therefore the researcher would seek answers to the problems formulated by explaining or interpreting the symptoms of politeness strategies that are reflected in the conversation model. The unit of analysis is the expression (move), which is the basis for explaining the level of politeness strategies used in motivating students to learn.

Sample and Data Collection Method
For the purposes of this study, the sample was obtained from the UPTD Department of Education, Youth and Sports, Alu District, Polewali Mandar Regency, because this study aims to conduct an in-depth case study on the extent to which English teachers’ language politeness strategies to motivate students to learn.

The population of English teachers in junior high schools throughout the Alu sub-district, Polewali Mandar district, was 7 people. The sampling method was carried out using the total sampling method by taking the entire population as a sample.

The source of research data with themes related to politeness strategies is the model of conversation both carried out by teachers in the Mandar community.

The data collection technique was to use observation where the conversation process or interaction between the teacher and students is observed carefully and then recorded all the conversations that occur in the same places.

Data Analysis Techniques
1. Descriptive Analysis
This analysis was used to reveal the description of the field data descriptively by interpreting the processing results through tabulation to describe the tendency of descriptive empirical data.

2. Analysis procedure

Data analysis is a process that is systematically arranged through transcripts of recordings from the conversations.

The steps taken in this research are as follows: credibility (credibility) and dependability (dependability). Credibility is a criterion to meet the truth value of the data and information collected, while the dependability criterion is to assess whether the qualitative research process is quality or not, by checking: whether the researcher was careful enough, did he make mistakes in conceptualizing his research plan, collecting data, and its interpretation.

III. Results and Discussion

The data analyzed is the dialogue between teachers and students in the mandar community in Polewali Mandar Regency, West Sulawesi. Data retrieval is taken by recording naturally. The source is in the form of dialogue and conversation (conversation) which contains language politeness along with the form of the response.

a. Results

1) unrelated (-P, -D, -K), for example: interactions between friends of the same age

Mandar Language

Di Passikolang

Daya : Hasim!
Hasim : Iyeee
Daya : Diono’ ma’bongi di boyammu?
Hasim : Ma’bongi? Ing…ga’na bandi nadiona’, apari?
Daya : Aii diang tugassu melo’ ukerja, baru terakhir I marondong

English:

Hasim : Tugas apa boramo iting sata’ mukerjao?
Daya : Tugas Komputer u, macoa dua bandi modernmu toh? Naukiringi, baru nikiring lewa’ E-mail i.

Daya : Modemmu?
Hasim : U’u
Daya : Ooooo, ya’ iyyo
Hasim : Naommo’o ma’bongi upepei pao naong, jam sa’apa anna’ naono’a?
Daya : Ya, jam-jam setengah lapang mua’ pura lao massambayang isya
Hasim : Ya’ iyo upepe pao naong atau mua’ name’akkke’mo sms ma’ supaya siap-siap toa’ iyau diong
Daya : iyo iyo iyo, ya’ mendolo’a, namakkullia duaoa?
Hasim : Iyo makkullia dua’di’ema’purae
Daya : Oooo…iyo…iyo
Hasim : Ok ok

English:

At University
Daya : Hasim!
Hasim : Yes.
Daya : Will you be at home tonight?
Hasim : Tonight? May be, why?
Daya : Ai, I have an assignment to do, and the deadline would be
tomorrow.

Hasim : What assignment is that again?

Daya : My computer assignment, your modem is still working, right?

Must send it by e-mail.

Hasim : Yes, hope it’s still working since I used it last night

Daya : Your modem?

Hasim : Yeah.

Daya : Oh, okay then.

Hasim : Just come tonight, I’ll wait, what time will you come?

Daya : yea, around half past seven after Isha

Hasim : okay, I’ll wait or if you’re ready to go just text me so I can be prepared.

Daya : Yes yes yes, well I got to go, you still have any class?

Hasim : Yeah, I have.

Daya : Oh, okay

Hasim : Ok, ok

In these conversations, generally the language pattern used by the speakers in the dialogue is a casual greeting. This is indicated by the use of greeting expressions such as modemmu suffixes "mu", and iyyo are used by both speakers, only once from one speaker answered the greeting iyyee. This shows that the use of variety used is very casual between two speakers consistently. Thus, it can be concluded that the form of the relationship between the speech participants is very symmetrical (equivalent) in accordance with the form of solidarity Politeness system interaction.

2) closely related (-P, -D, +K), an example of interaction between close family, in this case a conversation between two brothers

Mandar Language:

Di Boyang

Hamzah : Namuapa itingo ?

Jusman : Eee......... Toh , kan malai dipannai panggantungan

tama ‘.

Hamzah : o.. iyo re

jusman : Toh....

Hamzah : ok

jusman : kreatif toa iyaure, malai dipanggangtungan, Arere mapai
tongano’o . eh sangga’ musisiam tamae,, cocok-cocok paia

( Merujuk pada pujian pada dirinya sendiri )

yusuf : mupaannai bajummu tondo naung ?

jusman : I Inna ?

Hamzah : Bayummu,

jusman : malai niangnatama mua’
diang indini’e

Hamzah : Iyo re, mapaccimmi iting
dilalalang o ?

jusman : iyo, ubasei, ukaerri dolo,
ama la sar’a mane ulu’lu’i ,

mane ubasei ululu’i laeng
bomi pura nasang lau ulu’lu’i

Hamzah : tondo rai ?

Jusman : pura tomi,

Hamzah : paannang buku tondo dai’ ?

jusman : indani tia ri’e nauannai rai
bukue apa namaruppa

bomi

Hamzah : nanarumussi bomi maire,
makaccang tongano’o.
Bahasa inggris

Hamzah : for what it is?
Jusman : eeeeh could have put a coat hanger.
Hamzah : ooooww .... yes.
Jusman : right.
Hamzah : ok.
Jusman : I'm creative right, this is can hanger, wahhh ... you really great, (this is praise to refer to himself) this is Just tuck entrance, perfect right.
Hamzah : you put under your shirt?
Jusman : Where? here also can be input if there's clothes.
Hamzah : yes, that's you in the wash?
Jusman : yes, I wash, but my first broom, then I took my new cloth rag, then I wash my new I cleaning back, it's all been my cleaning.
Hamzah : the above?
Jusman : the above was a book huh?
Jusman : the above will not put the book because I would fall apart again.
Hamzah : will also be dusty, you are really so great.

In this conversation, both speakers are in a familiar politeness configuration, the politeness pattern shown is symmetrical (equivalent). In general, both speakers use a casual greeting pattern by showing speech expressions such as iyyo.

3) hierarchy in Kinship (+P, -D, +K), for example: interactions between parents and children, uncles and nephews, grandparents and grandchildren/great-grandchildren. In this conversation there is an interaction between father and mother and aunt and nephew.

Di Boyang

Mandar Language:

Ibu : Nana alai usa’ding tia beke-bekena, mesai bekena?
Bapak : Pamai’di tia lomo’na, da’duai diang bai tia baine
Ibu : Ooo... diang baine dhe’i?
Bapak : Ma’uanna’ liwang tomo I’o pe’ita pa’ mua’ iyyau angga’u nadota di’o anu pa’ uakke’I mannonnai mabe’I di’o cee mapocci-pocci’niitaoo, ya’ tersera I’o.
     Maloloi u’ di’o pa’ ana’nado’ diong beke anuo, andai tu’u sittengang do’ beke anutta’o malolo ani, male manu maumbani, bassa di’o ilai’ mapute kaimbammo, tibembeng are’na
Ibu : Inna beke?
Bapak : Iya ro’ ilia kakanno, hitam kepala, pa’ nabassai tu’ do’ jarinnao. Ma’uandei lao palakang di Aco naua mua’andai namuala nasuai tu’iyyau uala
Ibu : Ya’ apa naua?
Bapak : A’ naulai
Daya : Beke? Ya iyyo

English

At home
Mother : I think he wants to buy the lamb, he only has one goat?

Father : Add more oil. Two, there’s a female goat too.

Mother : Oh, there is.

Father : I said just come so you can see it yourself, because if I, I myself prefer that goat, because when I lifted it, the a little bit small lamb was heavier, but it’s depending on you, that lamb is great since it’s the child of the goat at home, it’s not the same with ours, ours is good, has thick skin, like the white goat in the cage that is big and its stomach.

Mother : which goat?

Father : The brother of the goat in the cage, with black head, because its ... later will be like that. He said to Aco that he won’t take it, I will take it.

Mother : So, what he said?

Father : well I want to buy it.

Daya : Goat? Well of course.

The conversation above shows the same pattern of politeness strategies as the dialogue between father and mother and aunt and niece, where the superior tends to choose a casual greeting pattern, while the inferior greeting pattern tends to choose a more respectful greeting pattern. Superior husbands and aunts are more likely to use a more casual greeting than wives and nephews who are more respectful.

4) unrelated respect (-P, +D, -K), for example: interaction between strangers or not knowing each other.

Mandar Language:

Di Pasar

A : e mangapa na nauwwa tia dzi’e?
B : aa?

A : anu pole inna tia dzi’e?
B : anu malolo tia dzi’e
A : aa?
B : anu malolo sanna’ itingo
A : anu pole inna dzi’e tiac?
B : peto’osang
A : iya towardi a?
B : iyo
A : sa’apa dzi’e bassae?
B : sappulo iting kayyango
A : ndangi ditawarria?
B : sa’apa na mutawarriangi?
A : na ditawarri sa’anu, delapan ribu! Malaia?
B : ndangi mala
A : o usanga mala, ya’ bengamma’ dzi’e mesae

English

In the market

A : Eh why is this one like this?
B : yes?
A : Where did this come from?
B : This is the good one
A : yes?
B : That’s the best one
A : where did this come from?
B : Peto’osang
A : The same?
B : yes
A : How much is this?
B : The big one is ten thousand
The dialogue above shows the configuration of politeness strategy patterns used in speech participants tend to be more casual. This is indicated by the use of a more casual greeting/speech by speakers of A and B such as iyyo. From the conversation, there was also indirect interaction by speaker A so that B's speech seemed more polite.

5) unrelated hierarchies (+P, +D, -K), for example: interactions between superiors - subordinates,

At school

In this conversation there was an interaction between the Principal and several teachers at the school.

Hamzah : Indappa mettama anu baru?
Kepsek : Indappai,
Kepsek : Nanaunggo’o ma’puraa?
HAMzah : Indappai, Mangapa nakoosong die ruangan e?
Kepsek : Apa urangi digena di’e e
Hamzah : Pirappai mutarima pendaftaran baru?
Kepsek : Bulan annappai.
Hamzah : Innai tomo tia dio bassa ujianna nanaeke o?

Kepsek : Nilai harian tia ri’o nilaiinao
HAMzah : O,,,,, usanga di’o bassa SMA, Malolo ruanganna!
Kepsek : Io, tapi indang diatto’o siswana
Hamzah : Sayangi de,, makasau topa
Kepsek : Ya pewaineo siga, supaya massikola dini ana’mu
Guru II : I kadir……….., Inna Ibu?
Hamzah : laoi ditukan digena,
Kepsek : apa ai ri’o lao naala,,

Hamzah : apa ri’o lao nagambar bu’o?
guru : pelangi.
Kepsek : itaiana dio lalang di computer bassa di’o se’motor, sapeda, apa narambar
Hamzah : indammi kapang di’o mua narambar Lapa indiang toi naoloi nanaeke mua indangdian warnana.
Kepsek : printma le’mai di’o gambar o, ala sallambarmi le’mai
Hamzah : diang di’o uita o buli diong di majene, naprint tia baru napress.

Hamzah : Not to accept new students then?
Principals : yet,
Principal : Will you be down for a while?
Hamzah : No, why this room is empty?
Principal: because, it was raining
Hamzah: So, When is accept new registrations?
Principal: Later, six months
Hamzah: So, how was the test system the kids?
Principal: daily value is used as the value.
Hamzah: Oh ,, I guess like high school, Nice room this !
Principals: yes, but not much students.
Hamzah: Unfortunately, this class is very strong especially.
Principal: so, do not long for marriage, so that the school your son here
Teachers II: I kadir ...... ,, where is ana’s teacher ?
Hamzah: Exit was in the market
Principals: I do not know the goal to go.
Hamzah: What are those pictures?
Teacher: Rainbow
Principal: Find me a picture motorcycles, bicycles on the computer because it will be drewed
Hamzah: I do not think it would be effective if drawn directly, because children Do not like it if no color
Principal: so, Printed the picture that only one sheet
HAMzah: I never see a foreigner in Majene, he then pressed print

In the conversation above, it shows a more casual politeness strategy pattern. This is because the relationship between the principal and the teacher concerned is a close friend and there is a family relationship and almost the same age.

This shows that the status of superiors and subordinates who should be superiors tends to be more casual and subordinates more polite does not occur.

6) Respect for kinship (-P, +D, +K), for example: interactions between distant relatives such as cousins three times or more, in this conversation there is interaction between cousins who live together three t

Di Boyang
Mandar Language
Anto : Namuapa itingo ?
Jusman : Eee....... Toh , kan malai dipaannai panguantung tama ‘.
Anto : o.. iyo re
jusman : Toh....
Anto : ok
jusman : kreatif toa iyaure, malai dipanggangtungan, Arere mapai tongano’o . eh sangga’ musisiang tamae,, cocok-cocok paia yusuf : mupaannai bajummu tondo naung ?
jusman : Inna ?
Anto : Bayumu,
Jusman : malai niangnatama mua’ diang indini’e
Anto : Iyo re, mapaccimmi iting dilalalang o ?
jusman : iyo, ubasei, ukaerri dolo, maala sara’e mane ulu’lu’i , mane ubasei ululu’i laeng bomi pura nasang lau ulu’lu’i
Anto : tondo rai ?
jusman : pura tomi,
Anto : paannang buku tondo dai’ ?
From some of the conversational analyzes above, several phenomena were found to be non-universal in B&L politeness theory, including the S&S theory in speaker conversations conducted by teachers and students in the Mandar language community carried out in several places and by several speakers. The theory assumes that the form of politeness strategy chosen by speech participants when interacting in the speaker's position as superior or superior to subordinates that occurs between school principals and teachers does not show a more casual speech pattern for school principals or more polite for teachers. caused by other factors, such as friendship between the principal and teachers and the seniority factor.

IV. Conclusions

From the data and analysis and discussion above regarding the utterances carried out by teachers and students in the Mandar language community that occur in several places and types of speech, it can be concluded that the theory of universality of B&L and S&S which says that the closer the relationship of a speaker, the more casual the language is, it is rejected from this data, where the factors of age and seniority in determining the casual or respectful of an utterance.

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